

La Historia de Mi Familia

You will write a 10-12 sentence story about how your family immigrated to the United States or how your family immigrated to Chicago. This will be the writing portion of your exam. You will also create a powerpoint/timeline to present to the class complete with pictures but NO sentences. There is a minimum of 5 slides/pictures. This will be the speaking portion of your exam. While other students are presenting, you will be actively listening to gather certain information about their family immigration stories. This will be the listening portion of your exam.

Writing for essay:

Composition: Write a composition about your family's immigration story. Please include the following information as best as you can:

- Who immigrated and where did they come from? (Preterit and imperfect)
- Who made the decision to move and why? (Describe the historical/social context of the move) (preterit and imperfect)
- When did the move happen (preterit)
- What kind of work did they do when they arrived in the United States? (imperfect, unless duration is mentioned)
- Did part of the family stay behind? If so, do you maintain contact with me?
- What were some of the challenges your family faced when they first arrived in the United States? (imperfect)
- highlight all **preterit** verbs in red, highlight all **imperfect** verbs in blue

Speaking for presentation to class:

- Can only contain, at most, 10 bulleted items
- This portion is not you reading your story to the class, it's you re-telling a story to the class
- It should NOT be all 10-12 sentences of your essay- just the gist of it

Speaking Rubric (Presentation)

	Unsatisfactory	Needs Improvement	Proficient	Distinguished
How well do you complete the Task?	a - performance shows <u>little or no attempt</u> to complete task; may/may not meet performance expectation b - <u>little or no</u> attempt at detail, no elaboration	a - performance <u>partially</u> completes task; may/may not meet performance expectation b - <u>Some</u> details, little or no elaboration	a - performance <u>completes</u> the task; meets performance expectation b - <u>Some</u> details, some elaboration	a - performance <u>completes</u> the task; meets performance expectation b - <u>Many details</u> and elaborates on almost all items
How well are you understood?	a - speaks with <u>painfully long pauses</u> (i.e. ums, uhs); uses words, lists, & learned phrases b - pronunciation is <u>distracting</u> &/or <u>unintelligible</u> to listener; repeated L1 interference	a - speaks with <u>halting, unnatural</u> pauses; uses lists, learned phrases & occasional sentences b - pronunciation may cause <u>confusion</u> for listener; some L1 interference	a - speaks with <u>a few natural</u> pauses; uses phrases and simple sentences b - pronunciation is <u>adequate</u> ; occasional L1 interference	a - speaks with <u>ease</u> , pauses are <u>natural</u> , uses phrases, sentences & strings of sentences b - pronunciation is <u>appropriate</u> ; <u>little or no</u> L1 interference
How extensive & applicable is your Vocabulary?	a - uses <u>basic (below level)</u> vocabulary sets b - Inappropriate word choice impedes understanding	a - uses repetitive vocabulary from a non-relevant set (or mostly cognates) b - Poor word choice, lacks sequencing and/or transition words as appropriate to task	a - uses a variety of vocabulary from the most pertinent current set b - Good word choice, sequencing and/or transition words as appropriate to task	a - uses a variety of vocabulary from multiple vocabulary sets (past/current/self-selected) b - Excellent word choice, sequencing and/or transition words as appropriate to task
How Accurate is your language?	a - shows <u>poor control</u> for level of structures. b - errors <u>significantly</u> affect comprehension, even by sympathetic listener	a - shows <u>some control</u> for level of structures. b - errors <u>frequently</u> affect comprehension by sympathetic listener	a - shows <u>adequate</u> for level control of structures. b - errors <u>occasionally</u> affect comprehension by sympathetic listener	a - shows <u>*level appropriate control</u> of structures. b - errors <u>do not</u> affect comprehension by sympathetic listener